

DUE DATE: June 4, 2004

REGIONAL TECH PREP GRANT

Fiscal Year 2005

Application and Guidelines

**Iowa Department of Education
Bureau of Career and Technical Education
Grimes State Office Building
Des Moines, IA 50319-0146**

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State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Career and Technical Education
Grimes State Office Building
Des Moines, IA 50319-0146

Request for Application

PROJECT TITLE: REGIONAL TECH PREP EDUCATION GRANT

CIP NUMBER: 68.06010000

CODES: 05 05 11 85

General Information: One grant will be awarded to a consortium in each educational region of the State. The consortium must be composed of all local educational agencies, the area educational agency, and the community college within the given community college districts of the State proprietary schools or apprenticeship programs within the region may also be members of the consortium. One member of the consortium must serve as the fiscal agent. This member will be responsible for administering the program and reporting responsibilities including accounting for all federal funds expended under this grant.

NOTE: All members of the consortium must have the opportunity to participate in the development of the action plan and budget or agree to function as a non-participating member of the consortium. (Refer to table 1 at the end of this section for a current list of Regional Tech Prep coordinators and Department of Education consultants by merged area.)

Purpose: The rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youths entering the work force. The assistance is available to provide grants to consortia for the development, improvement, and support of Tech Prep programs. A written Tech Prep agreement is a document between the cooperating secondary and postsecondary educational entities that defines the curriculum, operational policies, and credit provisions such as sequence of courses, where courses are taught, enrollment procedures, and requirements of a completer that:

- combines at least two years of secondary education and two years of post secondary education in a nonduplicative, sequential course of study;
- strengthens the applied academic component of career and technical education through the integration of academic, and career and technical education;
- provides technical preparation in one of the career clusters: agriscience and natural resources; arts, media, and communications; business, information systems, and marketing; family, consumer, and human services; engineering and industrial technologies; health services;
- builds student competence in mathematics, science, and communications (including applied academics) in a coherent sequence of courses; and leads to an associate degree or a Dept. of Labor Bureau of Apprenticeship and Training (BAT) skill certificate in a specific career field, and leads to placement in high-skill, high-wage employment and further education.

Chapter 28E of the Code of Iowa requires that when two or more public entities enter into a joint or cooperative undertaking, the agreement must be in writing and must address the following:

- the duration of the joint or cooperative undertaking;
- the precise organization, composition and nature of any separate legal or administrative entity created thereby together with the powers delegated thereto provided such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of sections 12B.10 and 12B.10A through 12B.10C and other applicable law;
- the purpose or purposes of the joint or cooperative undertaking;
- the manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget;
- the permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination;
- any other necessary and proper matters for the joint or cooperative undertaking;
- provision for an administrator or a joint board responsible for administering the joint or cooperative undertaking;
- the manner of acquiring, holding, and disposing of real and personal property used in the joint or cooperative undertaking;
- the agreement shall be approved by the board in each education agency entering into the consortium;
- the agreement shall, as a condition precedent to its entry into force, be submitted to the Director of the Department of Education, Grimes State Office Building, Des Moines, IA 50319 for approval or disapproval; and
- before entry into force, an agreement shall be filed with the Secretary of State, Hoover Building, 2nd Floor, Des Moines, IA 50319 and recorded with the county recorder.

Code of Iowa 28E.5-8

Funding Period: July 1, 2004 – June 30, 2005

Recipients may request reimbursement for expenditures incurred to a maximum of 80% of the annual grant award. The balance of expenditures incurred will be reimbursed upon submission of all required reports at the conclusion of the project.

Project Funding Availability: Title II of the Carl D. Perkins Vocational-Technical Education Act of 1998 (PL 105-800) authorizes the use federal funds for the development, improvement, and the support of Tech Prep Education programs in the region. One grant will be awarded to each regional consortium in the state. The Iowa Department of Education reserves the right to reject any and/or all applications.

An allocation of \$ 1,182,974.00 will be available for FY 2005 applications. Consortia are eligible to receive an allocation of \$50,000 and an addition amount based on the number of local educational agencies in their respective region. (Refer to Table 2 at end of this section for the amount allocated to each region for planning purposes.) Approved budgets will be reimbursed at 100%; local match is not required, but is encouraged.

Accountability: Carl D. Perkins Vocational-Technical Education Act of 1998 requires that programs receiving Tech Prep funds meet a minimum standard in four key performance indicators. If a program does not meet the minimum levels of performance, the deficiency must be addressed in question three and within the action plan of the application. (Refer to Table 3 and Table 4 at the end of this section for a report of the targeted performance levels for Iowa career and technical education tech prep programs as negotiated with the U. S. Department of Education.)

Table 1

REGIONAL TECH PREP FISCAL/GRANT CONTACTS
Bureau of Community College and Career and Technical Education

Chief
 Ph: (515) 281-3866
 e-mail:

Roger Foelske, Administrative Consultant
 Ph: (515) 281-4700
 e-mail: roger.foelske@ed.state.ia.us

Iowa Department of Education
 E. 14th and Grand Avenue
 Grimes State Office Building
 Des Moines, Iowa 50319

Region	Fiscal Agent	Regional Coordinator		Liaison
1	Keystone AEA 2310 Chaney Road Dubuque, Iowa 52001-3090	George Holland Ph: (563)245-1480 gholland@aea1.k12.ia.us Nancy Grimm Ph: (563) 556-5110 grimmn@nicc.edu Sue Crandall Phone: (319) 283-2731 scrandall@oelwein.k12.ia.us	Sue Burrack Phone: (563) 933-2218 suburrack@starmont.k12.ia.us Vicki Rowland Phone: (563) 422-3852 vrowland@n-fayette.k12.ia.us Mary Jo Oconnel Phone: (563) 588-5190 moconnell@dubuque.k12.ia.us	Janet Woodruff Ph: (515) 281-8488 e-mail: janet.woodruff@ed.state.ia.us
2	North Iowa Area C. C. 500 College Drive Mason City, Iowa 50401	Jean Ostrander Ph: (641)422-417 ostrajea@niacc.edu Fran De Groote Ph: (641) 422-4164 Degrofra@niacc.edu	Molly Anderegg Ph: (641) 4224176 Andermol@niacc.edu	Colleen Hunt Ph: (515) 281-0319 e-mail: colleen.hunt@ed.state.ia.us
3	Iowa Lakes C. C. 19 South 7 th Street Estherville, Iowa 51334-2295	Kari Hampe Ph: (712)852-5228 khampe@iowalakes.edu		Roger Foelske Ph: (515) 281-4700 e-mail: roger.foelske@ed.state.ia.us
4	Northwest Iowa C.C. 603 W. Park Street Sheldon, Iowa 51201	Donna Ascherl Ph: 800-352-4907 dascherl@nwicc.edu		Roger Foelske Ph: (515) 281-4700 e-mail: roger.foelske@ed.state.ia.us

Region	Fiscal Agent	Regional Coordinator		Liaison
5	Iowa Central Community College 330 Avenue M Fort Dodge, Iowa 50501	Ray Beets Ph: (515) 576-0099 e-mail: beets@triton.iccc.cc.ia.us		Roger Foelske Ph: (515) 281-4700 e-mail: roger.foelske@ed.state.ia.us
6	Area Educational Agency 267 212 West Ingledue Marshalltown, Iowa 50158	Lorna Kennedy Ph: (641) 752-1578 e-mail: lkennedy@aea267.k12.ia.us		Mary Ann Adams Ph: (515) 281-4716 e-mail: maryann.adams@ed.state.ia.us
7	Hawkeye C. C. P.O. Box 8015 1501 E. Orange Road Waterloo, Iowa 50704	Paula Boyce Ph: (319) 296-4017 e-mail: pboyce@hawkeyecollege.edu		Dale Gruis Ph: (515) 281-4712 e-mail: dale.gruis@ed.state.ia.us
9	Mississippi Bend AEA 721 21 st Street Bettendorf, Iowa 52770	William Brunkan Ph: (563) 344-6431 e-mail: wbrunkan@aea9.k12.ia.us		Fidelis Ubadigbo Ph: (515) 281-3080 e-mail: fidelis.ubadigbo@ed.state.ia.us
10	Kirkwood C. C. 912 18 th Ave. S.W. Cedar Rapids, Iowa 52404	Dave Bunting Executive Director of Secondary Programs Ph: 800-332-2055 ext. 5378 Ph: (319) 366-0142 e-mail: dbuntin@kirkwood.cc.ia.us	Al Fleider Grantwood AEA Ph: 1 800 789-9771 Ext 6516	Jim Fliehler Ph: (515) 281-4709 e-mail: jim.fliehler@ed.state.ia.us
11	Des Moines Area Community College 2006 S. Ankeny Blvd., Bldg. 6-10 Ankeny, Iowa 50021	Randy Mead Ph: (515) 964-6392 1(800) 362-2127 ext. 6392 e-mail: ramead@dmacc.edu Angie Neville Ph : 1(515) 965-7117 Ph: 1(800) 362-2127 ext. 7117 e-mail: ajneville@dmacc.edu	Pat Thieben Ph. 1(515) 965-7086 Ph: 1(800) 362-2127 ext. 7086 e-mail: pathieben@dmacc.edu	Colleen Hunt Ph: (515) 281-0319 e-mail: colleen.hunt@ed.state.ia.us

Region	Fiscal Agent	Regional Coordinator		Liaison
12	Western Hills AEA 12 1520 Morningside Avenue Sioux City, Iowa 51106	Sally Mertz Ph: (712) 274-6000 ext. 6114 e-mail: smertz@aea12.k12.ia.us Amy Henrich Western Iowa Tech Community College Ph: (712) 274-6400 e-mail: hemrica@witcc.com	Cindy Zortman Western Iowa Tech Community College Ph: (712) 274-8733 Ext 1351 e-mail: zortmac@witcc.com Steve Ebsen Western Iowa Tech Community College Ph: 9712) 274-8733 Ext. 1232 e-mail: ebsons@witcc.com	Ken Maguire Ph: (515)281-8353 e-mail: ken.maguire@ed.state.ia.us
13	Iowa Western C. C. 2700 College Road, Box 4-C Council Bluffs, Iowa 51502	Rachael Suarez Ph: 1(800)432-5852 ext. 3417 e-mail: lsurdell@iwcc.edu	Vicki Petsche Ph: 1(800)432-5852 ext. 3322 e-mail: vpetsche@iwcc.edu	Jerry Lamers Ph: (515) 281-4721 e-mail: jerry.lamers@ed.state.ia.us
14	Southwestern Community College P.O. Box 458 1501 W. Townline St. Creston, Iowa 50801	Mindy Waddingham Ph: (641)-782-1307 ext. 307 or 1/800-247-4023 e-mail: waddingham@swcc.cc.ia.us		Jerry Lamers Ph: (515) 281-4721 e-mail: jerry.lamers@ed.state.ia.us
15	Indian Hills C. C. 525 Grandview Ave. Ottumwa, Iowa 52501	Mick Lawson Ph: (641) 683-5252 Fax: (641) 683-5148 e-mail: mlawson@ihcc.cc.ia.us		Catherine Vance Ph: (515) 281-4722 e-mail: catherine.vance@ed.state.ia.us
16	Southeastern C. C. 1500 W. Agency Road P.O. Box 180 1015 S. Gear Avenue Western Burlington, Iowa 52655-0180	Monica Hinkle Ph: (319) 752-2731 (866) 722-4692 ext. 8236 e-mail: mhinkle@secc.cc.ia.us		Tom Grimm Ph: (515) 281-4707 e-mail: tom-grimm@ed.state.ia.us

**IOWA DEPARTMENT OF EDUCATION
BUREAU OF TECHNICAL AND VOCATIONAL EDUCATION
FY '05 PERKINS III TECH PREP ALLOCATION**

EDUCATIONAL REGION	INITIAL ALLOCATION	FY 2005 ALLOCATION		FY 2005 ALLOCATION
		BASED ON # OF SCHOOL DIST.	ALLOCATION FROM CARRYOVER	
25 Region I	50,000	29,494	946	\$80,440
24 Region II	50,000	28,314	908	\$79,222
18 Region III	50,000	21,236	681	\$71,917
13 Region IV	50,000	15,337	492	\$65,829
31 Region V	50,000	36,573	1,173	\$87,746
14 Region VI	50,000	16,517	530	\$67,047
22 Region VII	50,000	25,955	832	\$76,787
22 Region IX	50,000	25,955	832	\$76,787
33 Region X	50,000	38,932	1,249	\$90,181
55 Region XI	50,000	64,886	2,082	\$116,968
23 Region XII	50,000	27,135	870	\$78,005
31 Region XIII	50,000	36,573	1,173	\$87,746
20 Region XIV	50,000	23,595	757	\$74,352
23 Region XV	50,000	27,135	870	\$78,005
13 Region XVI	50,000	15,337	492	\$65,829
TOTALS 367	750,000	432,974	13,887	\$1,196,861

Information provided is based on FY 2005 school district information.

Table 3

The following tables (Table 3 and Table 4) report the targeted performance levels for Iowa career and technical education programs as negotiated with the U. S. Department of Education. A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa Department of Education web page at (<http://www.state.ia.us/educate/ccwp/ct/perkins/index.html>).

IOWA - SECONDARY
Final Agreed Upon Performance Levels for Years 3, 4, 5 and 6

Core Sub-Indicator	Measurement Definition	Performance Levels for Years 3, 4, 5 and 6			
		7/1/01 - 6/30/02	7/1/02 - 6/30/03	7/1/03 - 6/30/04	7/1/04 – 6/30/05
1S1 Academic Attainment	<p>Numerator: Number of eleventh grade students with a combination of at least two completed or enrolled vocational units in the program, rated proficient (41st percentile) or higher on national norms of the ITED – reported for math and reading.</p> <p>Denominator: Number of eleventh grade students with a combination of at least two completed or enrolled vocational unites in the program - assessed.</p>	63.67%	63.72%	63.77%	69.00%
1S2 Skill Attainment	<p>Numerator: Number of program completers rated proficient or higher. (attained 90% of program occupational competencies or a passing score on a certificate or license test.</p> <p>Denominator: Number of program completers.</p>	69.75%	70.00%	70.25%	70.50%
2S1 Diploma/ Credential	<p>Numerator: Number of students completing high school and two or more vocational units in the program - receiving a diploma or its equivalent.</p> <p>Denominator: Number of students completing high school and two or more vocational units in the program.</p>	99.55%	99.55%	99.55%	99.55%
3S1 Placement	<p>Numerator: Number of program completers placed in continuing education, non-military employment and military.</p> <p>Denominator: Number of program completers completing high school.</p>	98.54%	98.54%	98.54%	98.54%
4S1 Participation Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups enrolled in programs for non-traditional occupations.</p> <p>Denominator: Number of students enrolled in programs for non-traditional occupations.</p>	18.74%	18.86%	18.98%	19.03%
4S2 Completion Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups who completed a program for non-traditional occupations.</p> <p>Denominator: Number of students who completed a program for non-traditional occupations.</p>	18.33%	18.43%	18.53%	18.63%

Table 4

**IOWA POSTSECONDARY
Final Agreed Upon Performance Levels for Years 3, 4, 5 and 6**

Core Sub-Indicator	Measurement Definition	Performance Levels for Years 3, 4, 5 and 6			
		7/1/01 - 6/30/02	7/1/02 - 6/30/03	7/1/03 - 6/30/04	7/1/04 - 6/30/05
1P1 Academic Attainment	Numerator: Number of students receiving a degree, diploma, or certificate. Denominator: Number of students receiving a degree, diploma, or certificate or being non-graduate program completers.	98.54%	98.54%	98.54%	98.54%
1P2 Skill Attainment	Numerator: Number of program completers rated proficient or higher (attained 90% of program competencies or a passing score on a certificate). Denominator: Number of program completers.	95.25%	95.25%	95.25%	95.25%
2P1 Degree/Certificate (same as 1P1)	Numerator: Number of students receiving a degree, diploma, or certificate. Denominator: Number of students receiving a degree, diploma, or certificate or being non-graduate program completers.	98.54%	98.54%	98.54%	98.54%
3P1 Placement	Numerator: Number of completers placed in continuing education, non-military employment and military. Denominator: Number of program completers.	95.99%	95.99%	95.99%	95.99%
3P2 Retention	Numerator: Number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters. Denominator: Number of completers employed the fourth (graduation year) UI quarters.	92.00%	92.00%	92.00%	92.00%
4P1 Participate Non-Traditional	Numerator: Number of students in underrepresented gender groups enrolled in programs for non-traditional occupations. Denominator: Number of students enrolled in programs for non-traditional occupations.	17.70%	17.95%	18.20%	18.25%
4P2 Completion Non-Traditional	Numerator: Number of students in underrepresented gender groups who completed a program for non-traditional occupations. Denominator: Number of students who completed a program for non-traditional occupations.	13.51%	13.61%	13.71%	13.71%

Application Requirements: Consortia receiving funding for the development, improvement and support of Tech Prep programs under Title II, of the Carl D. Perkins Vocational-Technical Education Act of 1998, must include the following elements/components:

A. Tech Prep Consortium Agreement [Sec. 204(c)(1)]

A consortium must be formed as a condition of receiving Tech Prep funds. In Iowa, funds are allocated to each of the 15 education areas of the state. Membership in a regional consortium must include the Area Education Agency, Community College, and K-12 districts. A second requirement is that all local education agencies in the area must be invited and encouraged to be members of the Tech Prep consortium. Governance rules (28 E) are to be established for each consortium, including established meeting dates, length of terms on the board, office duties, meeting rules, and other rules identified by the consortium.

A 28E agreement articulating the responsibilities of the consortium for operational policies and procedures of the tech prep grant must be signed by the appropriate administrator of each participating agency as well as each secondary district electing not to participate in the consortium.

B. Tech Prep Program Structure [Sec. 204(c)(2)]

(Refer to Table 5 at end of this section for the Iowa Tech Prep model.)

Tech Prep programs must include at least two years of secondary school and two or more years of higher education leading to an AAS or AS degree in a specific career field. Tech Prep programs may also be designed with registered apprenticeship programs and must include at least two years at the secondary level, and an apprenticeship of at least two years. The program must be administered per a tech prep written agreement between the cooperating educational entities that defines the curriculum, operational policies, and credit provisions such as sequence of courses, where courses are taught, enrollment procedures, and requirements of a completer.

In the development of Tech Prep programs, consortia must seek input from secondary education, postsecondary education, labor organizations in the related field, and business and industry. Programs must contain a common core of required proficiency in mathematics, science, reading, writing, communications, all aspects of the industry, employability skills and technologies designed to lead to an associate degree in a specific career field. Technical core elements must be present in both secondary and post-secondary levels. As a means of assuring response to the needs of business and industry, advisory committees with representation of business, industry, and labor must be utilized to assist with development, evaluation, and revision of the program's curriculum.

Consortia must include within their plans a description of the strategies they will use and funds to support the promotion of participation in Tech Prep programs that are nontraditional for males or females.

Tech Prep Programs must assist students in the development of skills so that they meet high academic standards by integrating academic competencies into the technical curricula; providing learning experiences that challenge students to high levels of attainment, and using assessments to document student gain and student learning/progress.

The measures of student achievement determined by the state will also apply to students participating in tech prep programs. **[Sec. 204(c)(3)(A-D)]** Only students participating in tech prep programs that contain all elements defined, as part of such programs will be included in the measurement.

C) In-service for teachers and administrators [Sec. 204(c)(4)(A-E)]

In-service must be provided for teachers and administrators of tech prep programs presently operating or being implemented that address following issues:

- strategies designed to assist students in meeting high levels of achievement in academic and technical proficiencies;
- training on the use and application of technology;
- assisting students in developing an understanding of all aspects of an industry;
- promoting participation of students in programs nontraditional for their gender;
- integration of technical and academic education and the incorporation of contextual instruction and curricula and when appropriate, work-site learning methodology;
- strengthening linkages between secondary and post-secondary education;
- meeting the needs of special population students.

D) In-service for counselors [Sec. 204(c)(5)(A-E)]

In-service must be provided for counselors/student service providers for tech prep programs presently operating or being implemented that address following issues:

- provision of career guidance and academic counseling for students participating in Tech Prep programs;
- provision of information to students about tech prep programs;
- promotion of opportunities available to individuals participating in programs nontraditional for their gender;
- provision of information on employment opportunities related to tech prep programs;
- provision of assistance to students in placement in appropriate employment; and
- current needs, expectations, and methods of business, and all aspects of an industry.

E) Equal access for members of special populations [Sec. 204(c)(6)]

Members of special population students must be provided with equal access through the use of supplementary services and recruitment activities, giving these individuals the same opportunities for success. Individuals of diverse backgrounds are to be actively involved in the design, implementation, and evaluation of Tech Prep Programs.

The consortia are encouraged to actively develop and promote to students/parents a marketing/communication plan designed to reach “special populations”. Special Populations are defined as: 1) individuals with disabilities, 2) individuals from economically disadvantaged families including foster children, 3) individuals preparing for nontraditional training and employment, 4) single parents, including single pregnant women, 5) displaced homemakers, and 6) individuals with other barriers to educational achievement, including individuals with limited English proficiency. For Tech Prep purposes, the last category also includes school dropouts and adjudicated youths

Eligible Expenditures: Each consortium shall use funds received through the grant to develop, improve, and support Tech Prep program(s) in its region. A portion of the grant, at least 10%, must be utilized for development of tech prep programs. Expenditures for the purchase or lease of instructional equipment and aides are allowable. Expenditures incurred for the delivery of instruction to student enrolled in tech prep programs are not allowable. The funds received through this grant may be not used to supplant local and or state funds.

Table 5

Iowa Tech Prep Model

Federal Requirement	Iowa Requirements		
	Technical	Academic	Career
<u>Secondary</u> <ul style="list-style-type: none"> ➤ Minimum of 2 Years of instruction identified on a program of study ➤ Sequence of Courses ➤ Competency Based ➤ Preparatory Services <ul style="list-style-type: none"> - Career information to students ➤ All aspects of an industry ➤ Performance Requirements <ul style="list-style-type: none"> - Academic attainment - Technical competencies - Placement - Retention - Degree attainment - Non-traditional 	<ul style="list-style-type: none"> ➤ Meet Iowa Code 256.11 & 258 requirements for Vocational Education: <ul style="list-style-type: none"> - Program of Study includes a sequence of three or more units (A unit is 200 minutes per week for 36 weeks 120 hours of instruction 281 Ch.12.5 (14) - Competency based instruction (Skills Standards) - Articulated Curriculum with signed agreements by both secondary and postsecondary level - (Purpose elimination of Duplication) - Includes employability, leadership and entrepreneurial components ➤ Performance Reporting Requirements <ul style="list-style-type: none"> - Financial data - Student attainment - Student Achievement - Student Placement - Year end report <p>Note: Program of study is also referred to as drawing boards and contains both academic and career and technical courses at both levels.</p>	<ul style="list-style-type: none"> ➤ Program of Study includes courses in math, science and/or communications <ul style="list-style-type: none"> ➤ Meets or exceeds state performance Standards for math, science, and reading at the Junior (11th grade) level <p>Note: Program of study is also referred to as drawing boards and contains both academic and career and technical courses at both levels.</p>	<ul style="list-style-type: none"> ➤ Incorporate elements of career education per Iowa Administrative Code Chapter 12.5(7) <ul style="list-style-type: none"> - Personal decision making - Connect work values into all aspects of their lives - Development of employability skills
<u>Postsecondary</u> <ul style="list-style-type: none"> ➤ Minimum of 2 or more years of higher education in a career field or apprenticeship training ➤ All aspects of an industry ➤ Performance Requirements <ul style="list-style-type: none"> - Academic attainment - Technical competencies - Placement - Retention - Degree attainment - Non-traditional 	<ul style="list-style-type: none"> ➤ Leads to Associate Degree or 2 year Certificate ➤ Performance reporting requirements <ul style="list-style-type: none"> - Management Information System (MIS-F1) - Year end report 	<ul style="list-style-type: none"> ➤ Career option/college parallel ➤ Incorporate Math/Science/Communications 	<ul style="list-style-type: none"> ➤ Career portfolio (recommended) ➤ Transcript ➤ Placement services
<u>All Entities</u> Agreement of Entities - (Tech Prep Agreement) <ul style="list-style-type: none"> ➤ Written agreement between educational entities that define the curriculum, operational policies, and credit provisions including: <ul style="list-style-type: none"> - Courses (academic & technical) for both secondary & postsecondary - Content standards/benchmarks for each course 	<ul style="list-style-type: none"> ➤ Conform to the requirements of Chapter 28E.5 of the Code of Iowa (Joint exercise of Government Power Agreement) ➤ Advisory Committee representative of both levels of instruction. A joint secondary/postsecondary committee is recommended. 		

Application Instructions: Applications will be reviewed for approval when they are received. To insure a prompt and efficient review, please submit two copies of the application to the Iowa Department of Education on or prior to June 1, 2004. The application should be submitted on standard 8 ½” x 11” white paper. Please use only one side of each page and number all pages. The application must be complete and understandable by the reviewers.

An individual who has been authorized by the consortium to submit the application must sign the application. The consortium must designate a tech prep contact person. (Refer to Table 1 for a list of current tech prep contacts) This individual must be authorized to act on behalf of the consortium and to serve as the representative during the review process and grant’s funding period.

A complete application will consist of the following:

- Cover Page (Appendix A)
- Consortium agreement
- Descriptive Information (Appendix B)
- Action Plan (Appendix C, all three sections) Identifies activities including the provisions for in-service of teachers, administrators and counselors, the agency/individual(s) responsible and a budget which includes all projected expenditures and sources of funding. (Complete one copy of C-1, or C-2 per program to be impacted.)
- Tech Prep program directory (Appendix D)
- Budget summary (Appendix E)
- Signed Tech Prep program agreements
- Assurance Statement (Appendix F) (Must be signed by all administrators of all participating agencies.)
- Consortium agreement (28E) (Must be signed by administrators of all participating agencies.)
- Tech Prep application check list (Appendix G)
-

Submit Applications to: Bureau Chief
Bureau of Community Colleges and Career and Technical Education
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

NOTE: Applications may not be submitted via FAX or E-mail.
Two copies of the application must be submitted.

Timetable: Application Due: June 4, 2004.
Notification of grants awards to Applicants of Grant Awards: July 1, 2004
(Pending any required modification and Department of Education approval)

State Agency Rights and Responsibilities: The Iowa Department of Education and the State Board of Education reserve the right to reject any application, which does not meet the specifications of the RFA. The Iowa Department of Education is the final approval authority for all reports and products occurring as integral parts of any funding agreement resulting from these applications. One copy of each application will be retained in the files of the Iowa Department of Education.

Assurances: Equal and fair consideration of all populations, regardless of race, religion, national origin, gender, disability, creed, age, or marital status shall be given in the selection of project personnel, advisory or steering committee members, and in other activities operated as part of this project. Assurances of equal access for members of special populations are required as stated in the Carl D. Perkins Technology Education Act.

Assistance: If you have questions or concerns regarding Tech Prep, please contact the Bureau of Career and Technical Education's liaison assigned for your region. (Refer to Table 1 in the request for application)

The full text of the Iowa State Plan may be found on the web at:

<http://www.state.ia.us/educate/grants/stateplan.pdf>

A summary as well as a link to the full text of the Carl D. Perkins Vocational and Technical Education Act of 1998 can be found on the web at:

<http://www.ed.gov/offices/OVAE/CTE/legis.html>

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, gender, disability, creed, age, or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact Chief, Bureau of Administration and School Improvement, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5811.

Due Date: June 4, 2004

Regional Tech Prep Application Fiscal Year 2005

Cover Page

Eligible Recipient / Consortium Fiscal Agent

County District Number

|Dr.|Mr.|Ms.||

Fiscal Officer or Manager

() -
Telephone Number

Fiscal Officer or Manager E-mail Address

() -
FAX number

Consortium Name (if applicable)

Street Address

City, State, Zip Code

|Dr.|Mr.|Ms.||

Tech Prep Contact Person:

() -
Telephone Number

E-mail address

() -
FAX Number

Total FY05 Allocation for this Application \$_____.00

Tech Prep Consortium Descriptive Information

1. Describe the operational procedures that were utilized to determine the priorities of the consortium, develop the application, achieve consensus among its members and provide oversight of the activities funded by this grant award.
2. Describe your tech prep program structure.
3. Describe how the Tech Prep consortium will address the findings in the Fiscal 03 Perkins Performance Indicator Summary Report. **Note:** Because student performance is a continuous improvement process, performance indicators that meet the state negotiated performance level should address how each level will be maintained and improved. If the performance indicators show the negotiated performance level was not met, each area must be addressed in the FY '05 program improvement goals and the action plan. (Note: See fiscal 03 Perkins Performance Indicator Summary Report)
4. Describe the process utilized by the Tech Prep consortium to develop programming goals based upon review of the following: a) individual Secondary school and Community College goals b) program performance indicator data; c) program evaluation findings and recommendations; and d) current program status assessment. Additionally, data, findings, and recommendations from the following should be included if they are available: a) equity review findings and recommendations b) accreditation findings and recommendations and c) other local needs assessments. Perkins Act Title I, Part C, (Section 134(b) (1) (2) and (3).

Appendix B (continued)

10. Describe how the Consortium will provide education and training in areas or skills that there are significant workforce shortages, including the information technology industry. Perkins Act Title I, Part C, (Sec. 205 (d) (4)
11. Describe processes that will be utilized by the Consortium to address the issues of school dropout prevention and reentry and the needs of special populations. Perkins Act Title I, Part C, (Sec. 205 (d) (3)
12. Describe how the Consortium will provide assistance to Tech Prep students in the areas of placement in employment and/or transfer to baccalaureate degree programs. Perkins Act Title I, Part C, (Sec. 205 (d) (1)
13. Describe how the consortium will promote preparation for non-traditional training and employment. Perkins Act Title I, Part C, (Section 134 (b) (9)

**FY 2005
Tech Prep Action Plan
For
Program Development***

Program Title: _____ **CIP#** _____

Sites/participating district(s):

Linked with: _____ **CIP #** _____

Tech Prep Programming Goal Refer to question # 5	Activity	Performance Indicator: Table 3 &4	Agency/Person Responsible	Budget
Total Budget				

Note: A minimum of 10% of the Consortium funding allocation must be utilized for the development of Tech Prep Programs.

**FY 2005
Tech Prep Action Plan
For
Program Improvement/Modernization**

Program Title: _____ **CIP#** _____

Site/participating district(s):

Linked with: _____ **CIP #** _____

Tech Prep Improvement Goal Refer to question # 5	Activity	Performance Indicator: Table 3 &4	Agency/Person Responsible	Budget
Total Budget				

FY 2005
Tech Prep Action Plan
For
Support Services
 CIP # 68.05010000
 05-05-32-85

Tech Prep Improvement Goal Refer to question # 5	Activity	Program(s) Supported	Performance Indicator: Table 3 &4	Agency/Person Responsible	Budget
Total Budget					

Tech Prep Program Directory Change Form	NAME OF PROGRAMS AND CIP #								
	Secondary			Secondary			Secondary		
	Program: CIP #:			Program: CIP #:			Program: CIP #:		
	2003-04 data			2003-04 data			2003-04 data		
Secondary District Name and District Number	"A" indicates added program	"I" indicates inactive program	"R" indicates removed program	"A" indicates added program	"I" indicates inactive program	"R" indicates removed program	"A" indicates added program	"I" indicates inactive program	"R" indicates removed program
	Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:		
	Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:		
	Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:			Linked with: Local title: State title: CIP #:		

Note: See attached list of current programs

Appendix E - Budget Summary

TECH PREP GRANT NAME: _____

FISCAL AGENT: _____

SUMMARY CIP #68.06010000 05 05 32 85

GRANT TOTAL: \$ _____ **(Sum Tables 1-3)**

NEW PROGRAM DEVELOPMENT AND IMPLEMENTATION SUMMARY

		NAME OF PROGRAMS AND CIP # ("X" Participating Districts)		
CO DIST #	DISTRICT NAME			
CO DIST #	College	Linked With:	Linked With:	Linked With:
	Program Total	\$.00	\$.00	\$.00
		Table TOTAL \$.00		

PROGRAM IMPROVEMENT/MODERNIZATION SUMMARY

		NAME OF PROGRAMS AND CIP # ("X" Participating Districts)		
CO DIST #	DISTRICT NAME			
CO DIST #	College	Linked With:	Linked With:	Linked With:
<div>Table TOTAL \$.00</div>				

PROGRAM SUPPORT SUMMARY– CIP #68.06020000 05053285

Activity	Program(s) supported	Budget
		.00

Appendix E - Budget Summary **(SAMPLE)**

TECH PREP GRANT NAME: AREA 16 Regional Tech Prep Grant

FISCAL AGENT: Southeastern Community College

SUMMARY CIP #68.06010000 05 05 32 85

GRANT TOTAL: \$ 29,000 (Sum Tables 1-3)

NEW PROGRAM DEVELOPMENT AND IMPLEMENTATION

		NAME OF PROGRAMS AND CIP # ("X" Participating Districts)		
CO DIST #	DISTRICT NAME	Construction Technology 46.04990200	Associate Degree Nursing 51.16010200	
29-0882	Burlington	X		
56-1079	Central Lee	X		
29-1602	Danville		X	
44-4536	Mt. Pleasant	X		
44-4689	New London	X		
44-6700	WACO	X		
58-6759	Wapello	X		
44-7047	Winfield-Mt. Union		X	
CO DIST #	College	Linked With:	Linked With:	Linked With:
9916	Southeastern Comm. College	Construction Technology 46.04900200	Nursing Advance Standing 51.16010200	
		Table TOTAL \$ 900.00		

Appendix E - Budget Summary **(SAMPLE)**

PROGRAM IMPROVEMENT/MODERNIZATION

CO DIST #	DISTRICT NAME	NAME OF PROGRAMS AND CIP # ("X" Participating Districts)		
		Construction Technology 46.04990200	Associate Degree Nursing 51.16010200	
29-0882	Burlington	X		
56-1079	Central Lee	X		
29-1602	Danville		X	
44-4536	Mt. Pleasant		X	
44-4689	New London	X		
44-6700	WACO		X	
58-6759	Wapello	X		
44-7047	Winfield-Mt. Union	X		
CO DIST #	College	Linked With:	Linked With:	Linked With:
9916	Southeastern Comm. College	Construction Technology 46.04900200	Nursing Advance Standing 51.16010200	
		Table TOTAL \$ 9,000 .00		

Appendix E - Budget Summary **(SAMPLE)**

PROGRAM SUPPORT – CIP #68.06010000 05053285

Activity	Program(s) supported	Budget
Provide inservice on data collection and reporting	Construction Technology, Nursing advanced standing	\$1.500

Assurances/Agreement – FY 2005

1. The LEA, Community College or AEA providing fiscal control over this local plan agrees to provide for fiscal control, maintain financial records and provide such information to the Iowa Department of Education as may be required for fiscal audit.
2. The eligible recipient agrees to report annually to the Department of Education the progress of the eligible recipient in achieving the State adjusted levels of performance on the core indicators of performance for the programs receiving assistance through this local plan. S 113(c)(1)
3. The eligible recipient agrees that the "Funds made available under this act for vocational and technical education activities shall supplement, and not supplant, non-Federal funds expended to carry out vocational and technical education activities." S 311 (a) of the Perkins Act
4. The eligible recipient agrees to retain certification on non-debarment and suspension from any contractor who will have single or aggregate contracts of \$100,000 or more. (98-111-USDE-282-7)
5. The eligible recipient certifies that the agency and its principal officers are not suspended or debarred.
6. Funds will not be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, its employees or any affiliate of such an organization. S 122(b)(11)
7. Funds will not be used for the purpose of directly providing incentives or inducements to an employee to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. Sec. 322
8. No federal appropriated funds have been or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of Congress in connection with the making of any federal grant, the entering into any grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. Sec. 1352, Title 31.
9. The eligible recipient will improve the academic and technical skills of students participating in tech prep education programs by strengthening the academic with technical components of such programs through the integration of academic with tech prep education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational, and technical subjects. Sec. 134(b)(3)(A)
10. The eligible recipient ensures that students who participate in the tech prep education programs receiving assistance are taught the same challenging academic proficiencies as are taught for all other students. S134 (b)(3)(C)
11. Individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. Sec. 134(b)(8)
12. The eligible recipient assures that tech prep education programs will be of such size, scope, and quality to bring about improvement in the quality of tech prep education programs will be provided. S134 (b)(5)

13. This eligible recipient will provide students with strong experience in and understanding of all aspects of an industry. This is provided through a core course, a tech-prep component or as an integrated portion of the tech prep education program. Sec. 134(b)(3)(B)
14. Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs through their participation in the advisory council serving the assisted tech prep education programs. Sec. 134(b)(4) and Sec. 112(c)(2)
15. Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are effectively informed about, and assisted in understanding the requirements of this title by being provided an advisory council member job description which describes the applicant's expectations while serving on the advisory council relative to program development, implementation and evaluation as well as length of term. An orientation meeting is dedicated to developing an understanding of these issues. Sec. 134(b)(4)
16. The tech prep education programs will be reviewed, and strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations will be identified and adopted. (Section 134 (b)(7)(A))

CONSORTIUM APPLICANT:

Each of the undersigned members of the consortium certifies that their institution has been involved in the development of this application, will abide the assurances described above, and agree to abide by the procedures and activities set forth in it. It also assures that all of the participating agencies have entered into an appropriate shared services agreement that includes operational procedures including the procedure for the final disposition of equipment that has been purchased with federal funds. The agreement should also designate a fiscal agent to administer the grant, and include a clear statement of the role and responsibilities of the fiscal agent.

Consortium Fiscal Agent:

Name of Agency (LEA, AEA or Community College)

Co. District Number

Signature of Executive Officer

Date

Consortium Members:

LEA Name

Co. District Number

Superintendent

Date

LEA Name

Co. District Number

Superintendent

Date

LEA Name

Co. District Number

Superintendent

Date

LEA Name

Co. District Number

Superintendent

Date

CONSORTIUM APPLICANT:

Each of the undersigned members of the consortium certifies that their institution has been involved in the development of this application, will abide the assurances described above, and agree to abide by the procedures and activities set forth in it. It also assures that all of the participating agencies have entered into an appropriate shared services agreement that includes operational procedures including the procedure for the final disposition of equipment that has been purchased with federal funds. The agreement should also designate a fiscal agent to administer the grant, and include a clear statement of the role and responsibilities of the fiscal agent.

_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date
_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date
_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date
_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date
_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date
_____ LEA Name	_____ Co. District Number
_____ Superintendent	_____ Date

(Duplicate this form if additional space is needed.)

FY 2005 Tech Prep Application Checklist
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Fiscal Agent: _____

Application Checklist

State use only

- | | |
|---|-------|
| _____ Cover Page (Appendix A) | _____ |
| _____ Copy of Consortium agreement {Sec. 204 ©(1)}(Signed by all members) | _____ |
| _____ Copy of tech prep agreements between the secondary and post-secondary institutions | _____ |
| _____ In-service for Teachers and Administrators {Sec © (4) (A-E)}
(Address within action plan, not required to use Tech Prep funds) | _____ |
| _____ In-service for Counselors {Sec 204 © (5)(A-E)}
(Address within action plan, not required to use Tech Prep funds) | _____ |
| _____ Consortium Descriptive Information (Appendix B) | _____ |
| _____ Program Development Action Plan (Minimum of 10% of funds)
(Appendix C-1)(One copy per program) | _____ |
| _____ Program Improvement Action Plan (Appendix C-2)(One copy per program) | _____ |
| _____ Program Support Action Plan (Appendix C-3) | _____ |
| _____ List of Tech Prep programs and sites (Appendix D)
(Include both portions (secondary and post-secondary) of the programs) | _____ |
| _____ Budget Summary (Appendix E) | _____ |
| _____ Assurance/agreements (Appendix F) (Signed by all members) | _____ |
| _____ Copy of Tech Prep Application Checklist (Appendix G)
(All items must be submitted with application) | _____ |